DOCUMENT RESUME

ED 326 735 CE 056 605

TITLE Marketing Education. Alabama Course of Study. Bulletin 1990, No. 55.
INSTITUTION Alabama State Dept. of Education, Montgomery.
PUB DATE 90
NOTE 38p.; For other course of study documents, see CE 056 600-606.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Advertising; Cooperative Education; *Core Curriculum; *Course Content; *Distributive Education; Entrepreneurship; Entry Workers; Food Service; Job Skills; *Marketing; Retailing; Salesmanship; Secondary Education; State Curriculum Guides; Student Organizations; *Vocational Education
IDENTIFIERS *Alabama

ABSTRACT

This course of study provides a framework for the content of a program in marketing education as part of the Alabama vocational education program. The course of study was designed to assist educators in developing and maintaining high quality vocational programs and to ensure uniformity of vocational programs. Following a description of the framework for marketing education, the guide lists topics and required student outcomes for core courses in fashion merchandising, advertising, entrepreneurship, principles of marketing, retail merchandising, and food marketing. Notes on cooperative education and vocational student organizations complete the guide. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

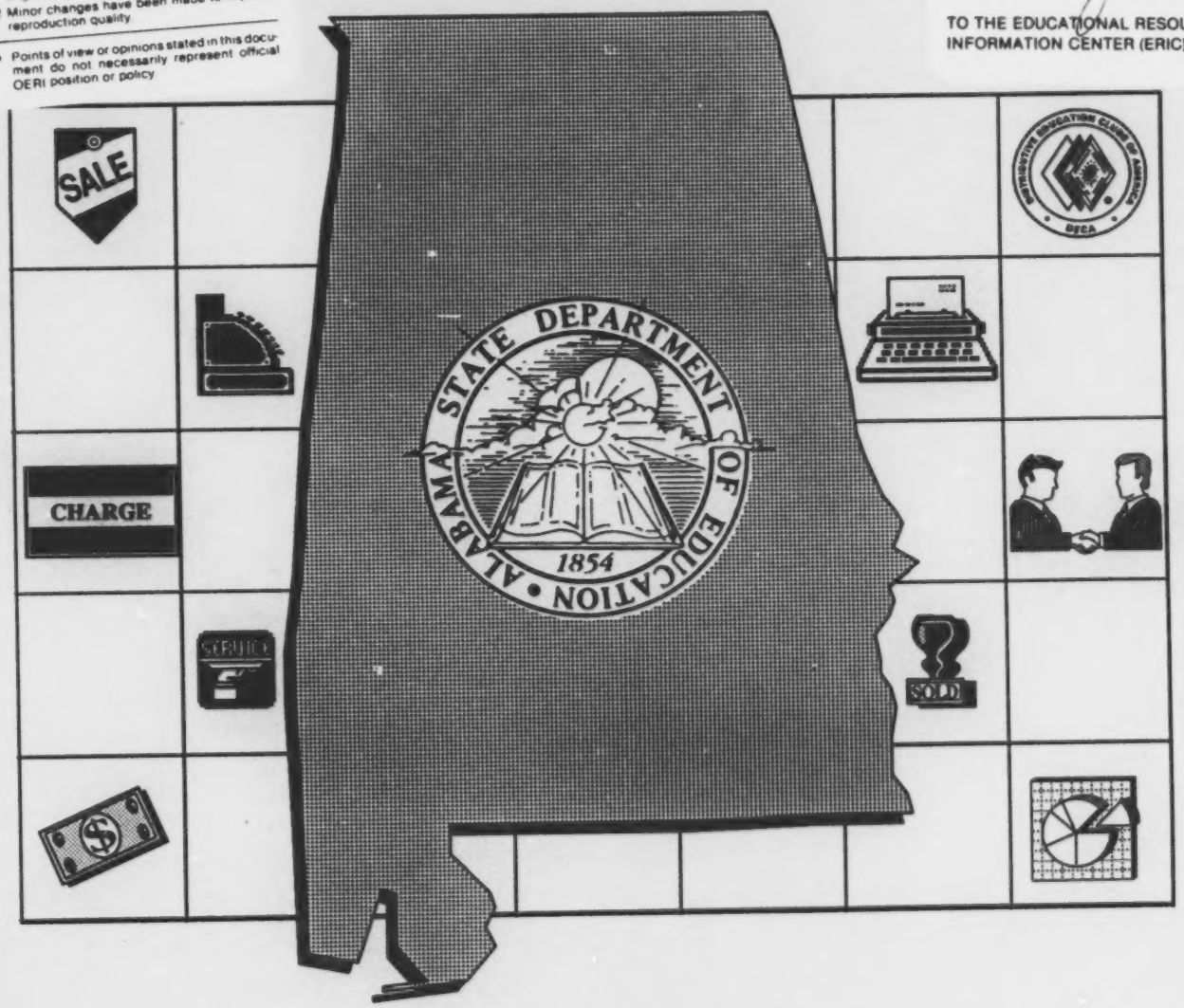
CE

Alabama Course of Study
MARKETING EDUCATION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
W Teague
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED326735



Wayne Teague
State Superintendent of Education
ALABAMA STATE DEPARTMENT OF EDUCATION
Montgomery, Alabama 36130

BULLETIN 1990, NO. 55

CE056605

It is the official policy of the State Department of Education that no person in Alabama shall, on the grounds of race, color, handicap, sex, religion, national origin, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment.

Alabama Course of Study
MARKETING EDUCATION

Wayne Teague
State Superintendent of Education
ALABAMA STATE DEPARTMENT OF EDUCATION
MONTGOMERY, ALABAMA 36130
BULLETIN 1990, NO. 55

ALABAMA COURSE OF STUDY
MARKETING EDUCATION

TABLE OF CONTENTS

	PAGE
ACKNOWLEDGMENTS	v
PREFACE	ix
INTRODUCTION	1
CONCEPTUAL FRAMEWORK FOR MARKETING EDUCATION	2
STATEMENT OF DELIMITATIONS	4
CORE COURSES (MINIMUM REQUIRED CONTENT)	
Marketing Education I	5
Marketing Education II	19
OPTIONAL COURSES	
Fashion Merchandising	28
Advertising	28
Entrepreneurship	28
Principles of Marketing	28
Retail Merchandising	28
Food Marketing	28
COOPERATIVE TRAINING	29
VOCATIONAL STUDENT ORGANIZATIONS	30

ACKNOWLEDGMENTS

Many persons have contributed to the development of the Alabama Course of Study: Marketing Education. The committee was composed of classroom teachers, supervisors, administrators, and teacher educators from institutions of higher education with consultative assistance from Alabama State Department of Education specialists. The cooperation and commitment to the task of the committee members are appreciated.

John Balentine, Chairperson
Superintendent
Scottsboro City Schools

Shirley Grissett, Vice-Chairperson
Florence City

Judith Gunter
Birmingham City

Lois Joiner
Clarke County

Bonnie Miller
Talladega City

Bob Hollis, Sissy Long, Cynthia Brown, Martha V. Beckett, Katherine M. Carnes, and Regina D. Stringer, Alabama State Department of Education specialists, served as consultants to the committee. Sue Johnson, retired Marketing Education teacher, reviewed this course of study for content accuracy.

Other course of study committee members reviewed the Alabama Course of Study: Marketing Education.

Linda Gale Alford
Sumter County

Barbara Speights Allen
Birmingham City

Willie J. Cheatham
Alabama A & M University

William Craig Collins
Montgomery County

Clayton Murray Dozier Jr.
Barbour County

Ernestelle P. Durrett
Greene County

Mildred P. Hightower
Cherokee County

Ossie S. July
Mobile County

Locklyn C. McMurphy
Talladega County

Lynne B. Meeks
Jefferson County

Linda W. Meadows
Tallapoosa County

Eddie J. Penny
Jefferson County

Johnny J. Purter
Greene County

Wilma Gale Seabury
Mobile County

ACKNOWLEDGMENTS
(continued)

James W. Selman
Auburn University

Roswell H. Smith Jr.
Lauderdale County

James D. Tomlinson
Athens State College

James Allen Turner
Attalla City

Colleen M. Valentine
Phenix City

PREFACE

Federal legislation mandates that vocational education programs provide a coherent sequence of courses that include exploration of careers, understanding of basic family concepts, and preparation for employment.

Alabama Law, Act No. 84-234 in section 16-35-4 states:

> The state board of education, on the recommendations of the state superintendent, shall prescribe the minimum content of courses of study for all public, elementary and high schools in the state....

This course of study provides the framework for the content of a course and/or program in vocational education. The primary purpose of the course of study is to assist administrators and teachers in developing and maintaining high quality vocational programs that produce employable students with entry-level job competencies and students with basic family living skills. A secondary purpose is to add uniformity to vocational programs.

The core courses in this document contain student outcomes that meet the five characteristics of any course of study: basic, appropriate, reachable, reasonable, and enforceable. The outcomes dictate the content that is to be used in planning effective and comprehensive vocational programs.

The course of study is a foundation for each vocational education program. Local school systems are encouraged to add content to accommodate varying local patterns of organization, resources, and needs.

INTRODUCTION

The Marketing Education program is designed to prepare students for initial employment and advancement in marketing, merchandising, management, and related occupations. The program allows students to combine classroom instruction and supervised on-the-job training. This enables them to enter full-time employment or to continue education and/or training in their chosen marketing careers.

The program focuses on the development of attitudes, skills, and knowledge related to marketing, merchandising, managing, and owning a business. Special emphasis is placed on cooperative training or educational experiences that provide opportunities for practical application of acquired knowledge and skills.

As an integral part of the instructional program, Distributive Education Clubs of America (DECA) provides students with additional opportunities to develop leadership, civic, social, and vocational skills. The organized activities of DECA reinforce the Marketing Education program.

CONCEPTUAL FRAMEWORK FOR MARKETING EDUCATION

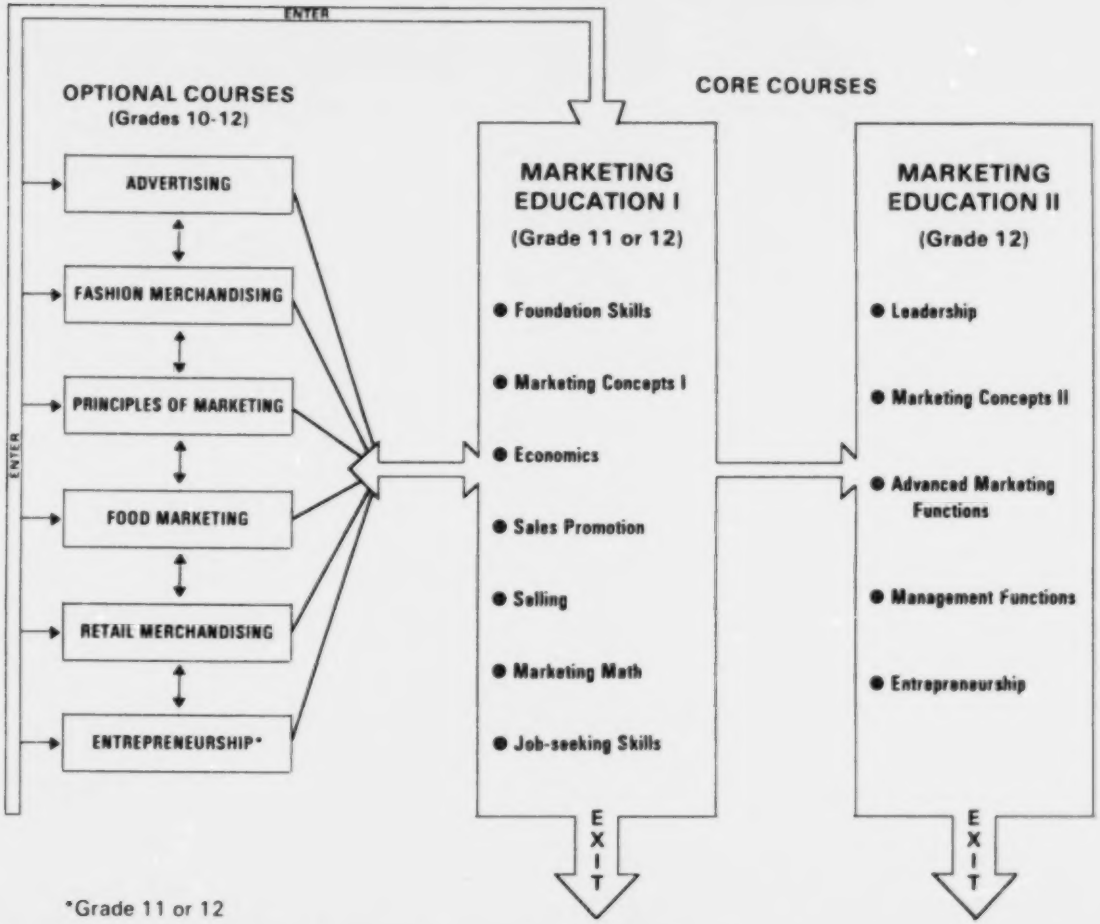
A chart depicting the Marketing Education program is on the following page. This comprehensive chart indicates that content for the Marketing Education program is organized into two sequenced core courses: Marketing Education I and Marketing Education II. Marketing Education I is a prerequisite for Marketing Education II. Designed for entry-level employment, Marketing Education I is unique, because it is the foundation of all Marketing Education.

Marketing Education II provides advanced training in marketing with emphasis on management skills that prepare students for positions requiring higher levels of responsibility.

In addition, there are six optional courses for those students with special interests and for those who do not participate in cooperative education training: Advertising, Fashion Merchandising, Principles of Marketing, Entrepreneurship, Retail Merchandising, and Food Marketing.

Students may enter the program through Marketing Education I at Grade 11 or 12 or through any of the optional courses at Grade 10, 11, or 12. A student may also enter any of the optional courses without entering Marketing Education I. Students may take an optional course in conjunction with other marketing courses.

MARKETING EDUCATION



*Grade 11 or 12

If a local school has sufficient student and labor market demand to offer additional optional courses, it may do so provided: (1) curriculum is developed in advance, (2) approval is obtained from state specialist, and (3) vocational education program standards are met.

This course of study is a document limited to minimum requirements and job component core courses. Requirements are expressed in terms of student outcomes. The competency-based outcomes are minimum. They may be expanded at the school or system level to meet the community needs and business and industry requirements.

The course of study is not intended to be used as a curriculum guide and does not include learning activities. Curriculum guides that include activities, teaching methods, resources, and student evaluations may be developed at the state, system, and/or school level.

While attempts were made to review current literature and research pertaining to curriculum development nationwide, student outcomes will need to be updated as new occupations and technologies emerge.

This course of study is designed to give teachers the flexibility to rearrange outcomes to meet student instructional needs. While some optional courses are indicated in the graphic section of the conceptual framework, only a brief description of each optional course is provided. Student outcomes for these optional courses are not included.

MARKETING EDUCATION

MARKETING EDUCATION I

Marketing Education I introduces students to the field of marketing. Its content consists of the competencies (knowledge, skills, attitudes) required for beginning employment in marketing careers.

This course has four purposes: (1) to expose students to the various career opportunities in the field of marketing, (2) to aid students in developing an understanding of the marketing process and its relation to the free enterprise system, (3) to expose students to the career development process within a marketing context, and (4) to provide students with an opportunity to develop the basic social and marketing skills in addition to the personal characteristics required for employability in marketing.

Marketing Education I is a one-year course. It is offered to students at Grades 11 and 12 who enter cooperative education training.

AREA: Foundation Skills

TOPICS	STUDENT OUTCOMES
	Students will
HUMAN RELATIONS	1. Exhibit appropriate creativity.
	2. Develop and practice human relations skills. - Appropriate personal appearance - Self control - Positive attitudes - Initiative - Orderly and systematic behavior - Interest and enthusiasm - Responsible behavior - Honesty and integrity
COMMUNICATION	3. Use correct grammar.
	4. Use appropriate language to address people.
	5. Listen to and follow directions.

MARKETING EDUCATION I

AREA: Foundation Skills

TOPICS	STUDENT OUTCOMES
	Students will
COMMUNICATION (continued)	6. Use the telephone in a business-like manner.
SAFETY	7. Explain causes of accidents.
	8. Practice safety precautions.
	9. Maintain a safe environment.
JOB-SEEKING SKILLS	10. Explore and follow up job leads.
	11. Complete a job application.
	12. Prepare for a job interview.
	13. Apply follow-up techniques after a job interview.
MATHEMATICS	14. Determine correct change and count change to customers.
	15. Apply check verification procedures. Examples: correctness, completeness, proper identification
	16. Operate a terminal. - Preparing cash drawer - Correcting register terminal errors - Preparing a register terminal for closing
	17. Calculate tax, discounts, and miscellaneous charges.

MARKETING EDUCATION

MARKETING EDUCATION I

AREA: Foundation Skills

TOPICS	STUDENT OUTCOMES
	Students will
MATHEMATICS (continued)	18. Process sales transactions. - Charge accounts - Returns - Refunds - Exchanges - Lay-a-ways - Cash on delivery (COD) - Gift certificates
SALESMANSHIP	19. Approach the customer properly.
	20. Determine and address the needs of an individual customer.
COMPUTER AWARENESS	21. Explain the uses and the impact of computers in marketing.
LEADERSHIP SKILLS	22. Identify characteristics and responsibilities of leaders. Example: club officers
	23. Demonstrate the characteristics and responsibilities of group members. Example: leadership conference attendance
	24. Follow and apply the rules of parliamentary procedure in meetings.
	25. Develop an understanding of Distributive Education Clubs of America (DECA) and its role as an integral part of the marketing program. - Organization of DECA - Emblem - Competitive events

MARKETING EDUCATION I

AREA: Marketing Concepts I

TOPICS	STUDENT OUTCOMES
	Students will
MARKETING DEFINED	26. Explain the definition, value, and functions of marketing.
MARKETING MIX	27. Explain the components of the marketing mix. - Product - Price - Place - Promotion
MARKETING STRATEGIES	28. Analyze marketing strategies.
MARKETING IDENTIFICATION	29. Describe market segmentation.
	30. Illustrate the market segments.
	31. Determine the impact of demographic patterns on business.
CHANNELS OF DISTRIBUTION	32. Determine the most appropriate channels of distribution for a product. - Types of channels - Length and width of channels
MARKETING RESEARCH	33. Describe the importance of conducting market research. - Influence on business decisions
BUSINESS AND SOCIETY	34. Interpret the contributions of marketing to business and society.

MARKETING EDUCATION I

AREA: Marketing Concepts I

TOPICS	STUDENT OUTCOMES
	Students will
CAREERS IN MARKETING	35. Develop an awareness of employment opportunities in marketing. - Specialized careers - Necessary training and/or competencies

AREA: Economics

TOPICS	STUDENT OUTCOMES
	Students will
ECONOMICS DEFINED	36. Explain the nature of economics.
	37 Describe the impact economic decisions have on individuals and society.
ECONOMIC RESOURCES	38. Describe the application and use of economic resources in marketing.
ECONOMIC SYSTEMS	39. Explain basic economic decisions each nation must make.
	Example: supply and demand of products
	40. Discuss the major types of economic systems.
	41. Compare and contrast the advantages and disadvantages of each economic system.
PRIVATE ENTERPRISE	42. Describe characteristics of private enterprise.
	43. Identify forms of business ownership.
	44. Describe the role of the consumer in private enterprise.
	45. Examine the positive and negative effects of controls.
	Example: product safety standards
ECONOMIC CONCEPTS	46. Explain how gross national product (GNP) is measured.

AREA: Economics

TOPICS	STUDENT OUTCOMES
	Students will
ECONOMIC CONCEPTS (continued)	47. Explain the importance of continued growth of the gross national product (GNP).
	48. Analyze reasons that people choose to take business risks.
	49. Explain the concept of profit in a private enterprise system.
	50. Describe how factors affecting profit can be adjusted to increase profit.
	51. Explain the concept of supply and demand.
	52. Explain factors which affect supply and demand.
	53. Differentiate between a buyer's market and a seller's market.
	54. Discuss the concept of market price.
	55. Explain why price is a necessary part of exchange between buyer and seller.
	56. Examine factors affecting pricing decisions. - Buying power - Psychological pricing - Supply and demand - Competition - Cost
	57. Describe the types of utility.

AREA: Economics

TOPICS	STUDENT OUTCOMES
	Students will
ECONOMIC CONCEPTS (continued)	58. Explain competition. - Major forms - Effects on buyers and sellers
INTERNATIONAL TRADE	59. Explain the importance of international trade.
	60. Discuss current issues related to international trade. Example: effects of international trade on the economy of the United States

AREA: Sales Promotion

TOPICS	STUDENT OUTCOMES
	Students will
ADVERTISING	61. Describe promotion and its role in the marketing process.
	62. Discuss the role and purposes of advertising in the promotional mix.
	63. Describe classifications of advertising.
	64. Compare and contrast advantages and disadvantages of different advertising media.
	65. Identify the components of an advertisement layout.
VISUAL MERCHANDISING	66. Discuss the role and purposes of visual merchandising in the promotional mix.
	67. Describe various types of displays.
	68. Demonstrate an understanding of the elements and principles of design and their usage in visual merchandising.
PUBLICITY AND PUBLIC RELATIONS	69. Discuss the role and purposes of public relations in the promotional mix.
	70. Determine ways that businesses gain favorable publicity.
PERSONAL SELLING	71. Discuss the role and purposes of personal selling in the promotional mix.

AREA: Selling

TOPICS	STUDENT OUTCOMES
	Students will
BUYING AND SELLING PROCESS	72. Discuss the importance of the buying and selling process to the economy.
	73. Demonstrate ways to lead a customer through the stages of the buying process.
	74. Summarize the decisions customers must make before buying.
	75. Illustrate ways to help customers reach favorable buying decisions.
BUYING MOTIVES	76. Explain the reasons customers buy.
	77. Classify customers according to their buying motives.
	78. Utilize a knowledge of customer buying motives in a sales presentation.
STEPS OF A SALE	79. Demonstrate the steps of a sale. - Preapproach - Approach - Determining needs and wants - Feature-benefit presentations - Handling customer objections - Closing the sale - Suggestion selling and reassurance

MARKETING EDUCATION I

AREA: Selling

TOPICS	STUDENT OUTCOMES
	Students will
HANDLING SALES	80. Complete common types of sales transactions. Examples: cash, charge account, credit card, lay-a-way
LOSS PREVENTION	81. Recognize methods of shoplifting. 82. Apply shoplifting prevention methods. 83. Explain procedures for reporting a shoplifter. 84. Describe money manipulation schemes and ways to prevent them. 85. Distinguish between counterfeit and genuine currency. 86. Explain the causes of store losses and ways to prevent them. Examples: overstocked inventory, damaged merchandise 87. Describe procedures that help prevent employee theft.

MARKETING EDUCATION I

AREA: Marketing Math

TOPICS	STUDENT OUTCOMES
	Students will
ORDERING AND RECEIVING MERCHANDISE	88. Explain the purpose and parts of forms associated with ordering and receiving merchandise.
	89. Perform calculations associated with ordering and receiving merchandise. - Purchase orders - Invoices
	90. Interpret and use various types of discount terms, payment terms, and shipping terms.
PRICING	91. Explain the importance of proper pricing.
	92. Perform calculations associated with pricing. - Mark-ups and mark-downs using pricing formulas - Taxes - Discounts - Miscellaneous charges - Unit pricing
INVENTORY	93. Explain the nature of inventory systems.
	94. Determine stock counts.
	95. Explain how to maintain stock levels.
	96. Calculate stock turnover.
	97. Determine open to buy.

MARKETING EDUCATION I

AREA: Marketing Math

TOPICS	STUDENT OUTCOMES
	Students will
RECORDS AND STATEMENTS	98. Identify and discuss types of financial records and statements used by businesses. - Petty cash voucher - Balance sheet - Income statement

MARKETING EDUCATION I

AREA: Job-Seeking Skills

TOPICS	STUDENT OUTCOMES
	Students will
CAREER OPPORTUNITIES	99. Examine career opportunities in marketing.
	100. Apply skills associated with locating and securing a job. - Employment application - Résumé - Job interview - Interview follow-up
	101. Discuss the proper procedures for submitting resignations. - Two-week oral notice - Notification in writing

MARKETING EDUCATION

MARKETING EDUCATION II

The purpose of Marketing Education II is to provide students with the knowledge and understanding of business operation and management.

The Marketing Education II course is designed to facilitate three goals: (1) to provide students with leadership skills and marketing concepts that will aid them in becoming effective members of the business community; (2) to provide students with an understanding of the many activities, problems, and decisions involved in operating a business; and (3) to assist students in deciding on specific career objectives in the business world.

Marketing Education II is a one-year course offered to students in Grade 12 who continue cooperative education training after taking Marketing Education I.

AREA: Leadership

TOPICS	STUDENT OUTCOMES
	Students will
LEADERSHIP	1. Demonstrate skills, characteristics, and responsibilities of leaders and effective group members. Example: Distributive Education Clubs of America (DECA) activity planning groups
	2. Demonstrate a knowledge of parliamentary procedure principles. Example: using parliamentary procedures in DECA conferences
	3. Plan and conduct leadership activities. Example: attendance at DECA leadership conferences

AREA: Leadership

TOPICS	STUDENT OUTCOMES
LEADERSHIP (continued)	Students will 4. Prepare to participate as effective citizens in a democratic society. Example: participation in DECA social and civic activities

AREA: Marketing Concepts II

TOPICS	STUDENT OUTCOMES
	Students will
MARKETING CONCEPTS	5. Discuss the importance of marketing and its role in the American economy.
	6. Describe the elements and activities of marketing.
BUSINESS CONCEPTS	7. Explain the functions of business.
	8. Explain the importance of business concepts and management.
	9. Compare and contrast the relationship of business to society.
	10. Describe and explain the different types of ownership.
ECONOMIC CONCEPTS	11. Discuss concepts associated with economics and ways these concepts are related. - Economic activities - Economic goods and services - Economic resources - Utility - Supply and demand - Competition - Profit and risk
	12. Compare and contrast major economic systems.
	13. Analyze the relationship between government and business.
	14. Determine the relationship of labor unions to business.

AREA: Marketing Concepts II

TOPICS	STUDENT OUTCOMES
	Students will
ECONOMIC CONCEPTS (continued)	15. Discuss the legal aspects of business.

AREA: Advanced Marketing Functions

TOPICS	STUDENT OUTCOMES
	Students will
MARKETING FUNCTIONS	16. Discuss the functions of marketing. - Risk management - Distribution - Selling - Pricing - Marketing information management - Financing - Promotion - Purchasing - Product and/or service planning
	17. Explain tasks that are necessary for accomplishment of marketing functions.
	18. Describe the relationships among the functions of marketing.
	19. Describe the career opportunities associated with each marketing function.
	20. Select marketing functions in relation to career objectives.

AREA: Management Functions

TOPICS	STUDENT OUTCOMES
	Students will
NATURE OF MANAGEMENT	21. Explain the nature and purpose of management.
LEADING AND SUPERVISING	22. Discuss the purpose and importance of leading and supervising.
	23. Explain the major responsibilities of supervisors.
	24. Examine leadership characteristics.
	25. Compare and contrast different leadership styles.
	26. Discuss human relation skills needed by managers.
	27. Develop an awareness of the importance of integrity and ethics in business.
PLANNING AND ORGANIZING	28. Discuss the purpose and importance of the planning function.
	29. Explain strategic planning and operational planning. Example: long-term and short-term goals
	30. Discuss the purpose and importance of a business plan.
	31. Explain the elements and characteristics of a good business organization.

AREA: Management Functions

TOPICS	STUDENT OUTCOMES
	Students will
PLANNING AND ORGANIZING (continued)	32. Describe types of organizational structure. Examples: line, line-and-staff
CONTROLLING AND DECISION MAKING	33. Discuss the purpose and importance of the controlling function. 34. Identify basic steps of the controlling process. 35. Discuss types of business controls. - Inventory - Credit - Theft - Health and safety 36. Explain the use of management information systems in the controlling function. 37. Discuss the importance of decision making. 38. Explain the steps in problem solving.
MARKETING RESEARCH	39. Explain the purpose and importance of marketing research. 40. Discuss the kinds of marketing research.

AREA: Management Functions

TOPICS	STUDENT OUTCOMES
	Students will
MARKETING RESEARCH (continued)	41. Explain steps required to prepare a research report. - Identification of problem - Collection of information - Preparation of data - Display of data - Analyzation and interpretation of data
	42. Explain the importance of using research findings to make business decisions.

AREA: Entrepreneurship

TOPICS	STUDENT OUTCOMES
	Students will
NATURE OF ENTREPRENEURSHIP AND ENTREPRENEURS	43. Discuss the nature of entrepreneurship and entrepreneurs.
	44. Describe how entrepreneurship represents basic American values.
	45. Recognize career opportunities and options for business ownership.
	46. Describe sources of new enterprise ideas.
	47. Analyze potential target markets and competitors.
CREATING A NEW ENTERPRISE	48. Identify entry-level procedures and planning processes needed to open a business.
	Example: business plan
	49. Discuss the activities involved in marketing products and/or services.
	Example: promotion
	50. Identify sources of securing business financing.
FINANCIAL STATEMENTS	51. Prepare and explain a balance sheet and an income statement.
	52. Describe the importance of working capital, cash flow, and cash control.

OPTIONAL COURSES

Fashion Merchandising

This course is for students who plan to enter full-time employment in fashion merchandising. It provides an up-to-date guide to the fundamentals of merchandising, fashion apparel, and accessories.

Advertising

This course is designed for students to develop a clear understanding of the principles and practices of advertising. Course content includes the basic facts about advertising: what it is, how it fits into the marketing plan of a business, and what employment opportunities exist in the field. Creative activities provide students opportunities to learn what, when, where, why, and how to advertise.

Entrepreneurship

This course provides students opportunities to understand what it is like to be an entrepreneur. The course content includes the nature of a small business and fundamentals of starting and operating a business with emphasis on financing, legal requirements, marketing, management, and record keeping.

Principles of Marketing

This is an introductory marketing course designed to give students an understanding of the field of marketing. Course content includes analyses of the target market, buying behavior, and marketing strategy.

Retail Merchandising

This course provides students opportunities to understand current trends in retailing. Course content includes an overview of retailing; channels of distribution; retail staffing and planning; and the selecting, buying, and pricing of merchandise.

Food Marketing

This course is designed to prepare students for employment in a supermarket. It is taught in a simulated grocery store lab where students receive instruction in sales, merchandising, cash and check-handling procedures, cashiering, pricing, and communications.

COOPERATIVE TRAINING

Cooperative training is a teaching method used in some occupational preparation programs. It includes supervised, on-the-job training and related classroom instruction. Each cooperative student is supervised by a teacher- coordinator. Students attend classes part of the day and work in an approved work setting a minimum of three hours and a maximum of five hours per day. Together with the on-the-job training sponsor and the student, the teacher-coordinator develops a training agreement and an individualized training plan that identifies learning experiences designed to meet the student's occupational objective.

Written training agreements include:

(1) Provisions for the employment of student workers in conformity with federal, state, and local laws and regulations and in a manner not resulting in exploitation of student workers for private gain.

(2) Related occupational instruction in school.

(3) Payment of the prevailing wage for employment to student workers or reduced minimum wage approved by appropriate federal or state agency.

(4) School credit awarded for on-the-job training.

In the classroom, students receive instruction related to their on-the-job training experiences. The training plan outlines the sequential classroom instruction and on-the-job training a student is to receive. The training plan is the basis for evaluating the student's progress on the job and in the classroom. A minimum of 540 hours of on-the-job training is required for a student to meet the objectives of this program.

VOCATIONAL STUDENT ORGANIZATIONS

Vocational Student Organizations (VSOs) provide a unique instructional method for attaining the student outcomes identified in each vocational program. The VSO activities are considered part of the instructional day as they are directly related to the competencies, goals, and objectives of the program.

Participation in any VSO provides students with various opportunities to:

Develop leadership skills.
Enhance vocational preparation.
Work together as a team.
Become productive citizens in a democracy.
Strengthen critical-thinking skills.
Facilitate and encourage personal development.
Develop human relations skills.
Gain recognition for accomplishments.
Develop decision-making skills.
Foster a respect for the dignity of work.
Develop skills for family and community living.

A Vocational Student Organization (VSO) is an integral part of each program area's curriculum. The following VSOs are approved by the Alabama Board of Education:

National FFA Organization (FFA)
Distributive Education Clubs of America (DECA)
Future Business Leaders of America (FBLA)
Health Occupations Students of America (HOSA)
Future Homemakers of America/Home Economics Related Occupations (FHA/HERO)
Technology Student Association (TSA)
Vocational Industrial Clubs of America (VICA)

All local VSOs are affiliated with the state and national associations and are supported by membership dues and fund-raising efforts. Any student enrolled in a vocational education course or program is eligible for membership in the vocational student organization associated with that program.